

**THE LIFELONG LEARNING EDUCATION REFORM
IN HONG KONG - a review from the perception of frontline
teachers**

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CERTIFICATE OF AUTHORSHIP

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

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Glossary

ACER	Australia Council for Educational Research
ACTEQ	Advisory Committee in Teacher Education and Qualification
CDC	Curriculum Development Council
CMI	Chinese Medium Instruction
CPD	Continuous Professional Development
EC	Education Commission
ED	Education Department (Education Department was renamed Hong Kong Education and Manpower Bureau in 1997)
EDB	Education Bureau (Hong Kong Education and Manpower Bureau was renamed Education Bureau in 2007)
EMI	English Medium Instruction
ESR	External School Review
HKCEE	Hong Kong Certificate Education Examinations
HKDSE	Hong Kong Diploma of Secondary Education
HKEMB	Hong Kong Education & Manpower Bureau (the government department dealing with education and manpower planning between 1997 and 2006)
HKPTU	Hong Kong Professional Teachers' Union
HKSAR	Hong Kong Special Administrative Region
IVE	Institute of Vocational Education

KLA	Key Learning Area
LPAT	Language Proficiency Attainment Test
MOI	Medium of Instruction
NSS	New Senior Secondary
OECD	Organization for Economic Cooperation Development
QAD	Quality Assurance Division (a section of the HKEMB / EDB under quality assurance for schools)
QAI	Quality Assurance Inspection (the school inspection unit of Quality Assurance Division)
SBA	School Based Assessment
SMI	School Management Initiative
SSPA	Secondary School Places Allocation
<i>Jiao Gai</i>	Education Reform [教改]
<i>Zhong Shen Xue Xi</i>	Lifelong Learning [終身學習]

ABSTRACT

This study focuses on the secondary school teachers' perceptions as they are directly related to the implementation of the New Senior Secondary (NSS) curriculum which signifies the completion of the first reform cycle in the reform proposal (HKEMB 2000). This research employs an 'interpretive' approach to study the frontline teachers' perceptions on the HKEMB Education Reform so as to solicit their understandings, feelings and emotions towards the reform measures. Through the semi-structured interviews conducted, frontline teachers' understandings, feelings, emotions and their comments on the benefits and positive measures as well as the disadvantages and hindering measures of the Education Reform are recorded.

Phenomenology was chosen as the methodology of inquiry because it is believed to be the best the way to generate authentic discourses in the interpretive paradigm for studying feelings and emotions as well as understandings and perceptions. The discourse analyzed reveal the frontline teachers' understandings, feelings and emotions during the implementation of the HKEMB lifelong learning Education Reform, drawing on the Heideggerian concepts of '*Being*' and '*horizons*'.

Research findings of the present study reveal that, due to different orientations and limited understanding of *lifelong learning*, frontline teachers are experiencing uncertainties and stress during the HKEMB lifelong learning Education Reform. I argue that meaning sharing and trust building between the policy makers and the frontline practitioners is the key issue to be addressed. It is important for policy makers to connect frontline teachers' work and life to the implementation of reform measures in the later stages of the Education Reform.

Findings of the research have implications on further studies about the relationship between curriculum innovations and the conceptions of learning, teachers' identity, use of Information Technology and learning to learn.